DOCUMENT RESUME

ED 027 017 JC 690 059

The Development of Community Junior Colleges in Texas and the Core Curricula for Public Junior Colleges in Texas.

Texas Coll. and Univ. System, Austin. Coordinating Board.
Report No-Policy-Pap-2
Pub Date Mar 68
Note-9p.
EDRS Price MF-$0.25 HC-$0.55
Descriptors-*Core Curriculum, *Junior Colleges, *State Programs, Transfer Policy, *Transfer Programs
Identifiers-*Texas

The Texas concept of higher education is 3-part, each part with a legal relation to the others, each with a specific role, and all interlocking under central coordination. The divisions are community junior colleges, senior colleges with first-level graduate offerings, and universities offering doctorate-level work and graduate education for the professions. This policy statement covers the purpose of the junior college (to give general, technical/occupational, and continuing education programs), the criteria for establishing new colleges (size of enrollment, commuting distance, etc.), and determination of college financing methods. This same paper also describes the core curricula for the state's public junior colleges. Most important, the curricula must seek as much common content as possible so that the courses are "freely transferable" among all institutions. This should not interfere with a university's privilege of innovation and experiment or with a junior college's decision to offer additional courses. General provisions for credits and transfer are listed and charts show the relationship of courses in the major core curricula (Arts and Sciences, Business Administration, and Engineering). (HH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

The Development of Community Junior Colleges in Texas

Adopted: January 15, 1968

Core Curricula for Public Junior Colleges in Texas

Adopted: October 23, 1967

Effective: September 1, 1968

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 18 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

The Development of Community Junior Colleges in Texas

and

The Core Curricula for Public Junior Colleges in Texas

THE COORDINATING BOARD, TEXAS COLLEGE AND UNIVERSITY SYSTEM
Austin, Texas March, 1968

THE DEVELOPMENT OF COMMUNITY JUNIOR COLLEGES IN TEXAS

I

Introduction

During the past year the Coordinating Board, its staff and consultants to it,* have been at work on statements and recommendations which, in the collect, will constitute a basic plan for college and university development in Texas. Portions of the plan have been previously approved by the Coordinating Board. The policy statement on *Academic Freedom, Tenure, and Responsibility* has been printed as Policy Paper Number 1; the policy on the Core Curricula appears as part II of this policy paper. Other portions, varied in nature and significance, are being drafted and will be recommended for action and adopted as they are completed.

The plan will be built on the concept that the Texas post-high school public educational system should be arranged in three component groups, each related formally and legally to the others, but each with specific roles, specialized governance, and interlocking central coordination. In the opinion of the Coordinating Board, these component groups should be a community junior college division; a division of senior colleges, with program expansion possibilities through first-level graduate offerings; and a division of complex universities, with program jurisdiction over doctoral-level graduate work and post-baccalaureate education for the professions.

The purposes of the policy statements presented in the pages which follow are to establish basic roles for the community junior college division; to determine minimum criteria for new community junior colleges; and to arrange the State for community junior college development purposes into geographic regions having certain student population characteristics.

II

The Community Junior College: Role

The public community junior college in Texas will have a multiple responsibility which involves:

(1) Programs in general collegiate education which may lead to associate degrees awarded by the community college; and which will offer students lower-division preparation on which they may build at four-year institutions in earning baccalaureate degrees. For the purposes of this report, such programs will be called "transfer level."

(2) Technical programs of varying length, leading to associate degrees or certificates; and occupationally-oriented programs designed to train students for skilled employment. Particular emphasis here will be placed on the economic and occupational needs and opportunities of the geographic area served by the college and on the industrial and technological needs of the State. For purposes of this report, such programs will be called "technical-occupational."

(3) Continuing education, designed for updating and upgrading purposes; and cultural and public service programs offered in special response to community interest and need.

In carrying out the first of these roles (the offering of transfer-level programs), the public junior college will give primary emphasis to the implication of core curricula adopted by the Coordinating Board in October, 1967, with such revisions and additions as shall be approved by The Board from time to time.

Evaluation and approval of collegiate transfer academic curricula at the State level will be the responsibility of the Coordinating Board, Texas College and University System; and for that purpose there will be established a special liaison advisory committee with representation from both junior and senior institutions.

The second community junior college role (that concerning technical and occupational programs) is no less important than the first; and appropriate technical-occupational curricula should be provided for in each college's development plan. Technical-occupational programs should be undertaken only with clear reference to State and area need, and with particular emphasis on the latter. Systematic surveys of known and projected opportunities should be provided on a long-range, continuing basis, and local and State funding should undergird this survey effort, with State funds provided on a matching basis.

General financial support of the technical-occupational curricula should be the joint responsibility of the Texas Education Agency and the Coordinating Board, working under terms of an appropriate interagency agreement. No technical-occupational programs offered

---

* In 1967, the Coordinating Board funded a research project by Dr. C. C. Colvert of the University of Texas which resulted in a study entitled *Public Junior College Enrollment Projections in Texas, 1965–85*. Copies of the data portions of this study may be obtained from the Coordinating Board staff's Junior College Division.

in a community junior college should be funded by the State or through a State agency unless and until such programs have been recommended by a Coordinating Board-Texas Education Agency committee appointed for that purpose.

Role three (relating especially to continuing education) is of special significance for community junior colleges. Citizens of all ages and educational levels are seeking formal course study, which has a meaningful relationship to advancement or vitalization of their professions and work skills, or which provide avenues for cultural and recreational interests. Such course work and such programs of study, credit and non-credit, should be a serious responsibility of each community junior college.

These additional points should be noted in any discussion of role and scope recommendations for community junior colleges:

First, admission to appropriate curricula in the community junior colleges should be permitted to all who can profit from the instruction offered. The purpose of this "open door" admissions system is to assure that every person is provided an opportunity in education to succeed or fail through his own efforts. Such a policy recognizes that the most precious resource of the State consists of the varied abilities of its citizens, and that these abilities should not remain undeveloped because of absence of opportunity for their cultivation.

Second, expert and dedicated teaching and extensive counseling should be the central focus in every community junior college. The master's degree or its generally recognized equivalent in the field of principal assignment should be the minimum acceptable qualifications for community junior college instructions teaching transfer-level courses within the "core" curricula.

Third, the transfer-level and technical-occupational programs of a community junior college should be integrated on each campus, insofar as possible and practicable; hence, each community junior college and branch of a community junior college hereafter established in Texas will be planned so that its transfer-level and technical-occupational curricula will share a common campus environment. The administration of Texas community junior colleges, as comprehensive institutions, should insure that all educational programs are given equal status within the institutional structure. Faculty and students in the various educational programs must not be encouraged to believe that their particular program is in anyway inferior. No single faculty group should be given a predominant voice in the college's operation. All students enrolled in the community junior college should be fully entitled to the same institutional privileges. The community junior college must take precautionary measures to prevent development of any academic-occupational dichotomy.

III

Growth of the Community College Complex

It is the basic plan of the Coordinating Board that the community junior college will become an institution wherein Texans can extend their formal education at least two years, the central purpose being either to obtain the first two years of a baccalaureate education at a point near their homes or to obtain a terminal education which will provide them with tools for improving their economic opportunities. In order to implement this policy, the Coordinating Board believes that community junior colleges should be located within reasonable distance of all persons within the State who could logically benefit from attending these institutions. This belief must be tempered, however, with a clear understanding that distance is not the primary factor. To the contrary, the primary factor is that each college established shall meet minimum criteria in student enrollment. Unless these criteria are met, the college, in its effort to provide a full core curriculum for transfer purposes and to offer technical-occupational programs, will become an unnecessarily heavy economic burden to the community and the State.

Since student enrollment criteria should have priority over other factors, the Coordinating Board recommends that no new public community junior college be authorized until (1) it is determined that the transfer-level division of the proposed college will enroll at least 500 full-time student equivalents no later than the third fall term following the opening of the institution; and (2) it is determined that the proposed college has a potential of at least 1,000 full-time student equivalents in all degree and certificate programs no later than the fifth fall term after the opening of the institution.

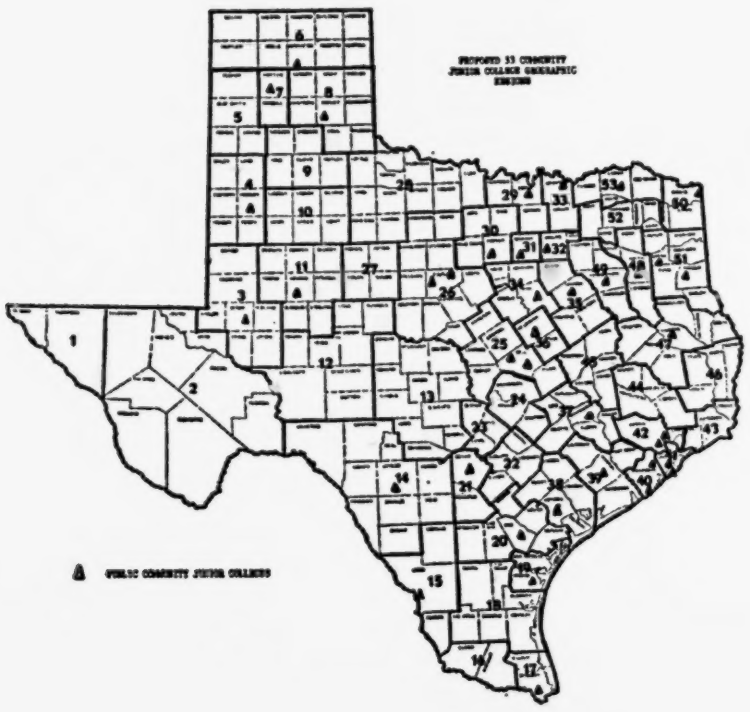
The recommendations of minimum enrollment criteria are not made haphazardly. A study completed by Dr. David Hunt for the Coordinating Board in 1966, and verified by Dr. C. C. Colvert in 1967, indicates that a minimum enrollment of 1,100 FTSE* in all programs is desirable for a community junior college if it is to be comprehensive in its offerings. In responding to the same question of effective minimum size, the American Association of Junior Colleges has recommended a minimum of 1,000 FTSE. The Coordinating Board recommendation is the lesser of these two figures.

Having determined minimum student enrollment criteria, and recognizing that Texas has not only centers of heavy population concentration but also large areas with sparse population, the Coordinating Board recommends that for community junior college purposes, the State be divided into fifty-three geographic regions hav-

---

* Full-Time Student Equivalent.

ing certain student population characteristics. These regions are shown on the map which follows.



A geographic region does *not* represent a tax district; nor does it define an area in which students must attend a college located therein, to the exclusion of movement across lines drawn. The region does represent that area from which most of the community junior college students should and will come; and represents as well an area wherein at least one community junior college district is feasible during the forthcoming two decades. It is important to understand that the boundaries of each of the fifty-three proposed regions are flexible and will be subject to change at such time as change seems reasonable and practicable.

Public community junior college districts have been established in thirty-four of the proposed regions, and colleges exist in thirty-three. By September, 1968 colleges will exist in thirty-four of the fifty-three regions shown.

Two colleges exist in each of six of the fifty-three geographic regions. The Coordinating Board has no argument against the establishment of more than a single campus in an area where student population is projected to increase to an extent that each campus will have the potential to meet minimum criteria. Planning for any branch campus, however, must involve careful assessment of need, detailed cost projections, and an in-depth study of the effect the proposed new campus will have on the total educational effort within the region and the State.

Nineteen of the geographic regions do not now have a community junior college within their borders. The Coordinating Board does not suggest that colleges be established immediately in each of these regions, but holds that each region does offer the possibility and potential for establishing and maintaining a community college within the forthcoming two decades. The Coordinating Board believes that the initiative for establishing a new community junior college in any of these nineteen geographic regions should remain in the hands of the local citizens of each region concerned.*

An additional factor related to the growth of the community junior college complex is that community junior colleges are to be principally commuting colleges. Hence, the construction of dormitories will be considered feasible only when the geographic regions are of such large size as to make it impractical for area students to be commuters; or when a community junior college offers a specialized technical-occupational program not readily or adequately available elsewhere in the State.

Finally, in consideration not only of the physical growth of the community junior college complex, but of the role of these colleges, the Coordinating Board believes that no community junior college should be viewed as a "starter institution" intended to evolve into a four-year baccalaureate institution. Community junior colleges are educational institutions designed to provide technical-occupational programs for some, lower-division college courses for others, and a means for all citizens to continue their education or attain new occupational skills. To organize a community junior college with the view that it may eventually become a four-year baccalaureate institution will of necessity impair the effectiveness with which the college may carry out its unique responsibilities. This policy should have application to existing community junior colleges as well as to those which will be established.

IV

Community Junior College Finance

At the present time studies are being conducted by and for the Coordinating Board which deal with the financing of community junior colleges in Texas. Specific recommendations concerning the financing of these colleges will not be made until the studies have been completed and their results have been evaluated.

Whatever these recommendations may be, the Coordinating Board will urge that no community junior college be authorized until determination has been made that an adequate fiscal base has been provided for a quality pro-

* While noting that the establishing of new community junior colleges should remain a responsibility of local citizens in each area, the Coordinating Board does hope that such colleges will be established with all reasonable speed in regions 1 (El Paso-Hudspeth Counties), 24 (Travis-Williamson-Bastrop Counties), 42 (the Houston area not now in a junior college district), and 43 (Jefferson-Orange-eastern portion of Chambers Counties).

gram designed to serve at least the minimum enrollment requirements.

The Coordinating Board also proposed in its planning to offer aid and encouragement to existing community junior colleges in their efforts to expand their tax districts in order to provide an adequate base for capital outlay and maintenance.

The Board will recommend that recognition be given by the State to the high cost of quality technical-occupational programs; and to the necessity of funding college transfer courses at a rate no lower than that provided the senior colleges for undergraduate work of an appropriate level.

Experience dictates that the Board should also urge the provision of a biennial emergency (contingency) fund of ten per cent of the total appropriated for community junior college operation to meet enrollment increases which exceed projections.

Finally, the Coordinating Board will encourage community junior colleges to contract with other educational institutions for courses and services in special fields. This contracting plan will hold that the community junior college may make available its facilities to the high schools of its area, on a contractual basis, for appropriate secondary courses when it is determined that the high schools cannot offer them. Likewise, when it is clear that a private institution can offer course work of comparable quality at less cost, the community junior college should be encouraged to contract with the private institution for the work. In some cases, when private institutions can make available expensive adjuncts to a student's community junior college course of study, the college should be encouraged to subsidize the student's participation in such work.

CORE CURRICULA FOR PUBLIC JUNIOR COLLEGES IN TEXAS

Origin of the Policy

The statute creating the Coordinating Board, Texas College and University System, directs that Board to develop a "basic core of general academic courses which, when offered at a junior college during the first two years of collegiate study, shall be freely transferable among all public institutions of higher education in Texas who are members of recognized accrediting agencies on the same basis as if the work had been taken at the receiving institution." (Section 10, paragraph 8).

The Association of Texas Colleges and Universities, because of its representation of public and private colleges, both junior and senior, offered its services to the Coordinating Board to assist it in the development of the core curricula. The Board accepted the Association's offer, and Grady St. Clair, then president of the Association, appointed an advisory committee on the matter. That committee drafted the report on which the policy statement of the Coordinating Board is based.*

---

* Committee membership is listed on page 8.

Basic Findings

The Coordinating Board has carefully studied the language of Section 10 (8) of House Bill No. 1 of the 59th Legislature. The Board's interpretation of the phrase "freely transferable" is that course credits which are "freely transferable" must apply toward degree requirements at the senior colleges. Inasmuch as degree requirements vary widely for different majors, core curricula must also vary according to majors. Therefore the Board has sought core curricula for various academic discipline groupings which would be freely transferable among all institutions while at the same time seeking as much common content of the different core curricula as possible.

The Board is unanimous in stating that nothing in the concept of the core curricula shall be allowed to interfere with the prerogative of the senior colleges to innovate or experiment with curricula, course content and structure, and methods of teaching. The Board is also of one voice in stating that the core curricula described in the pages which follow represent minimum offerings by the junior colleges. The core curricula policy is not intended to prevent junior colleges from offering courses in addition to those listed.

The core curricula, as adopted by the Board, are for three general curricula groupings: arts and sciences; business administration, including accounting; and engineering.

Education, particularly higher education, is a growing, changing process. No core curricula, regardless of how generally it may be conceived can be expected to remain applicable in the future. Therefore, the Board will undertake regular review of its policy as presented herein; and will add core curricula in such fields as agriculture, education and the fine arts when the curricula have been developed by appropriate advisory groups.

CORE CURRICULA

General Provisions

1. The mandatory provisions regarding transfer of college credits pertain only to credits earned at an accredited Texas public junior college, such credits having application toward a degree in an academic field covered by the core curricula at a Texas public senior college or university.
2. Each Texas public senior college or university shall accept credits earned by any student transferring from an accredited Texas public junior college; provided such credits are within the core curricula of the student's declared major field. The senior college or university shall grant the student full value toward degree requirements as these are stated in the catalog of the senior institution and as they apply to the student's declared major.
3. Inasmuch as the core curricula do necessarily depend upon the student's major, he shall be required to declare his major field no later than the end of his first year of attendance at the junior college and upon request for admission by transfer to a senior institution.
4. The student shall not be required to complete the entire core curricula for it to be valid and freely transferable, but any sub-item shall also be freely transferable, provided such item was completed prior to original registration in the senior institution.
5. The senior institution shall give any student transferring to it from a junior college the same choice in the catalog designating the degree requirements as the student would have had if his dates of attendance at the senior institution had been the same as his date of attendance at the junior college.
6. The core curricula places no limitations on the admission of a student transferring from a junior college or any other senior institution, but it does require the senior institution to evaluate transferred credits of admissible transfer students on the same basis as the work taken and earned at that senior institution.
7. Senior institutions shall give at least one calendar year's notice to all junior colleges before implementing course or curricula changes which affect the first two years of collegiate course work; and the Coordinating Board will establish a procedure for such notification.
8. Each junior college shall clearly identify on a student's transcript those courses which are terminal in nature or are so limited as to make them generally unacceptable as credit toward a bachelor's degree. It shall be the responsibility of the junior college to fully advise students of the limitations of transferring such courses for application to a bachelor's degree.
9. Courses in physical training (required physical education activities courses) are excluded from the core curricula.
10. Concerning credits earned by a student in a junior college, no senior institution shall be required to accept by transfer or toward a degree more than 66 semester credit hours, or one-half of the degree requirements if these constitute less than 66 hours. In addition to the courses listed in the core curricula, the senior institutions may count additional lower division courses which are generally acceptable in the student's major to give the total of 66 hours, or one-half of the degree requirements if these constitute less than 66 hours. Although no senior institution is required by this policy to accept more than 66 hours, the senior institution may accept additional hours under provisions allowable by accreditation standards of the Association of Texas Colleges and Universities.
11. The senior college shall recognize credits earned by advanced standing examination in the junior college, but such advanced standing credit shall be a part of the core curriculum and shall not serve to extend or enlarge the number of credits transferable.

Courses in the Core Curricula

Pending later and additional recommendations of the Coordinating Board, the junior colleges shall exercise prudent judgment in the course content of courses which shall qualify under the core curricula. In courses in the natural sciences and mathematics, due regard should be given to course content for science, mathematics, and engineering majors as may be the practice in a majority of the senior colleges. Attention must be given to course prerequisites or concurrent course enrollment requirements.

CORE CURRICULA

Subject	*Major Field I* Bachelor of Arts Degree in Arts and Sciences Bachelor of Science in Mathematics & Natural Sciences	*Major Field II* Bachelors Degree in Business Administration (incl. Accounting)	*Major Field III* Bachelors Degree in Engineering
a. English Language Proficiency (i.e., freshman English)	6 hours	6 hours	9 hours
b. Literature	6 hours	6 hours	
c. Government (to meet state statute requirement)	6 hours	6 hours	6 hours
d. History (to meet state statute requirement)	6 hours	6 hours	6 hours
e. Natural Science A	6-8 hours Biological Science	6-8 hours	8 hours Chemistry*
f. Natural Science B	6-8 hours Physical Science	-------	hours Physics*
g. Mathematics (Collegiate level)	6 hours	6 hours (college algebra plus sequential course appropriate to a business degree)	9 hours (analytical geometry and calculus)
h. Foreign Language	for the BA degree: 12-14 hours in a single language for the BS degree: 6-8 hours in a single language		
i: Humanities Electives: excluding courses in literature beyond b. above, also no more than 12-14 hours of foreign language may be used in h. and i. combined	6 hours	9 hours	3 hours (to satisfy ECPD requirements)
j. Special Courses	-------	Economics: 6 hours Accounting: 6 hours	Engineering Mechanics 3 hours* Engineering Graphics: 2 hours

* The content of these courses and the mathematics prerequisites and corequisites of these courses must be the same as these same courses in the curricula of ECPD accredited senior colleges.

ADVISORY COMMITTEE MEMBERSHIP

Dr. L. D. Haskew, Professor, Educational Administration, The University of Texas at Austin.
Dr. David Hunt, President, Galveston Community College
Mr. Rex Jackson, Associate Director of Admissions, The University of Texas at Austin
Dr. W. M. Pearce, Executive Vice-President, Texas Technological College
Dr. E. M. Potter, Vice-President, Tyler Junior College
Dr. Jean Richardson, President, Del Mar College
Dr. Bruce Thomas, Dean of the University, Trinity University
Dr. J. R. Woolf, *Chairman,* President, The University of Texas at Arlington